

# **Reporting 2004 Summary Results**

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**California High School  
Exit Examination (CAHSEE)**

**Standardized Testing and  
Reporting (STAR) Program**

**Press Briefing Packet**

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**August 12, 2004**

**Prepared by  
California Department of Education**



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# Preface

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This Press Briefing Packet has been prepared to help media representatives who are responsible for reporting state assessment results. State, county, school district, and school results for the spring 2004 administrations of the California High School Exit Examination (CAHSEE) and the Standardized Testing and Reporting (STAR) Program are scheduled to be posted and released to the public on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/index.asp> on Monday, August 16, 2004.

The intent of the release of 2004 results of the CAHSEE and STAR programs on the same date is to facilitate the reporting process. The results should not be compared due to differences in purposes and content between the two programs. The CAHSEE is designed to ensure that all high school graduates have achieved a solid foundation of knowledge and skills in English-language arts and mathematics. The purpose of the California Standards Tests (CSTs) in the STAR Program is to help ensure that all students reach high levels of proficiency in key subjects, based on California's extremely rigorous standards.

Reporting information provided for these two programs includes the following:

- ***California High School Exit Examination: Reporting  
2003–04 Summary Results: Press Briefing Part One***

This part of the packet provides a brief description about the CAHSEE, information about student performance, sample Internet reports of results, and assistance information for accessing results online and interpreting those results.

- ***Standardized Testing and Reporting Program Reporting  
2004 Summary Results: Press Briefing Part Two***

This part features a brief description of the STAR Program and the tests administered in spring 2004, sample Internet reports and a listing of what the reports include, and assistance information for accessing results online and interpreting those results.

- ***Appendix***

*A Chronology of State Testing in California* briefly outlines historical events that have occurred within the state's student assessment system from 1997 through the 2003–04 school year.



# **CAHSEE**

# **California High School**

# **Exit Examination**

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## **Reporting 2003–04**

## **Summary Results**

## **Press Briefing Part One**

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**August 12, 2004**

**Prepared by**  
**California Department of Education**



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# Introduction

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Beginning in the 2005–06 school year, all graduating seniors will be required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. All students are required to take the CAHSEE for the first time in tenth grade. Students enrolled in grade ten during the 2003–04 school year will be the first class required to meet the CAHSEE requirement by the end of the 2005–06 school year. These students had their first opportunity to take the CAHSEE in spring of 2004.

On August 16, 2004, the California Department of Education (CDE) will release summary results from the CAHSEE administrations during the 2003–04 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE Web site at <http://data1.cde.ca.gov/dataquest/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

It is important that schools, school districts, and county administrators respond proactively to inquiries about local CAHSEE results for the 2003–04 administration. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this exam and what is being done to prepare students to meet this requirement. This assistance packet provides county offices of education, school districts, and schools with the information they need to access summary results online and interpret those results.



# Facts about the California High School Exit Examination (CAHSEE)

State law authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma beginning in the 2005–06 school year.

## Purpose of the CAHSEE

The purpose of the CAHSEE is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics.

## Notification of the CAHSEE Requirement

All students and their parents and guardians must be provided with notice of the CAHSEE requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][1]). The notification must include, at a minimum, the date of the exam, the requirements for passing the exam, the consequences of not passing the exam, and the fact that passing the examination is a condition of graduation (*Education Code* Section 48980). Transfer students must be notified at the time they transfer.

## Test Content

The CAHSEE is divided into two parts: English-language arts and mathematics. Test questions address California academic standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should master to graduate from high school.

### English-Language Arts

One part of the CAHSEE addresses state English-language arts academic standards. This part of the exam, which consists of multiple-

choice questions and a writing task, has a reading and decoding section and a writing section. The reading and decoding section covers vocabulary, information reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts.

The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to write one essay on a specific topic or in response to a literary or informational passage.

### Mathematics

The second part of the CAHSEE addresses state mathematics academic standards. The math part of the exam consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

For more information on the CAHSEE, the test blueprints are posted on the CDE web site at: <http://www.cde.ca.gov/ta/tg/hs/admin.asp>

## Test Variations

A test variation is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is intended to be tested by the CAHSEE, whereas a modification is a change that alters what is intended to be tested.



Any student whose Individualized Education Program (IEP) or Section 504 Plan specifies the need for accommodations or modifications for use on the CAHSEE, standardized testing, or for use during classroom instruction or assessment must be allowed to use them for the CAHSEE. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and have earned the equivalent of a passing score may be eligible for a diploma if a waiver of the requirement to pass one or both parts of the CAHSEE is granted by the local board. Parents or guardians must ask the school to submit a waiver on behalf of their child. More information on accommodations and modifications can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>. Students with disabilities must meet the CAHSEE requirement to receive a California high school diploma.

Students who are English learners are required to take the CAHSEE in grade ten with all other tenth grade students. During their first twenty-four months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code* Section 60852). During this time, they are still required to take the CAHSEE in English to receive their high school diploma. Recently, test variations for English learners were added to the CAHSEE regulations.

## Testing Opportunities

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten will be given up to five additional opportunities to retake the test. Students retake only the part(s) of the exam not passed. The CAHSEE testing schedule through the 2005–06 school year is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their school's testing dates from this schedule.

## Reporting/Using Results

Within ten weeks of the administration, school districts are sent two copies of the Student and Parent Report for each student who took the exam. Summary results for each high school, school district, county and the state are posted annually on the Internet.

The passing score for the mathematics part of the exam is approximately 55 percent or a scale score of 350. The passing score for the English-language arts part of the exam is approximately 60 percent or a scale score of 350.

## Supplemental Instruction

School districts must provide supplemental instruction aligned to the state academic content standards to assist students who do not demonstrate sufficient progress toward passing the exam. (*Education Code* Section 37252 and 60851[f]) This supplemental instruction shall begin as early as grade seven.

## State and Federal Accountability Requirements

The CAHSEE results for grade ten students are being used as one indicator in calculating the Academic Performance Index (API) for each high school and school district for the state accountability program. The CAHSEE results are also used to calculate Adequate Yearly Progress (AYP), part of the federal No Child Left Behind (NCLB) requirement. The use of the CAHSEE as one of the indicators for API and AYP calculations is for state and federal accountability purposes only, and does not apply to passing the CAHSEE.

## More Information

Additional information about the CAHSEE is posted on the CDE Web site at: <http://www.cde.ca.gov/ta/tg/hs/>, or by contacting your high school principal.





# Student Performance

Since 2001, students have had increased access to the academic standards through CDE's publication of standards-based resources for school districts, teachers, students, and parents/guardians, and through the adoption of kindergarten through grade eight instructional resources in mathematics and English-language arts.

## ***Greater access to academic standards***

HumRRO, the independent evaluator of CAHSEE, reported in its biennial evaluation that schools were offering more classes in standards-based instruction and concluded that "The CAHSEE requirement has been a major factor leading to dramatically increased coverage of the California academic standards at both the high school and middle school levels and to development or improvement of courses providing help for students who have difficulty achieving these standards." (*Independent Evaluation of the California High School Exit Examination [CAHSEE]: Second Biennial Report*, February 1, 2004, Executive Summary, p. iii, General Finding 2)

## ***CAHSEE and Standards-based Resources for School Districts, Teachers, Students, and Parents***

The CDE has provided the following CAHSEE and standards-based resources:

- *Preparing for the CAHSEE: A Mathematics Study Guide* and *Preparing for the CAHSEE: An English-Language Arts Study Guide* for students and their parents (2003)
- *California High School Exit Examination – Mathematics Teacher Guide* and *California High School Exit Examination – English-Language Arts Teacher Guide* (2002 and 2003)
- *Promoting Student Success: Remediation Planning Guide for Districts/Schools* (2002)
- *Providing Accommodations for the Spring 2002 Administrations: Training Manual* (2001)
- The release of 130 mathematics CAHSEE test questions, and 129 English-language arts test questions and 4 essays (2001–03)
- *English-Language Arts Adoption of Instructional Materials* (January 2002)
- *Mathematics Adoption of Instructional Materials* (January 2001)

**Revisions to the CAHSEE**

Additionally, changes have been made to the CAHSEE:

**English-Language Arts (ELA)**

- Reduced testing time from two days to one
- Reduced number of written essays from two essays to one
- Reduced number of multiple-choice questions in ELA from 94 to 79 (including a small sample of field-test questions)

**Mathematics**

- Replaced mathematics questions containing less frequently encountered data displays (i.e., stem-and-leaf and box-and-whisker plot) with more commonly encountered displays (e.g., bar charts and line graphs) and limited the number of test questions assessing more than one mathematical concept within a standard.

See **Example one** on page 7.

See **Example two** on page 8.



### Example One

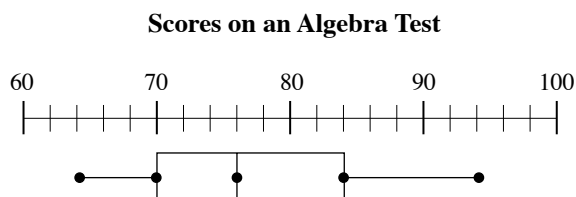
The following mathematics problems illustrate the difference between questions that contain data displays not frequently encountered (Problem 1) with ones that contain commonly encountered displays (Problem 2). Note that both questions effectively assess seventh grade mathematics standard Statistics, Data Analysis, and Probability 1.1. Problem 1, which uses the box-and-whisker plot, is replaced with Problem 2, which uses the more frequently encountered bar graph.

#### Statistics, Data Analysis, and Probability

**1.1** Know various forms of display for data sets, ~~including a stem-and-leaf plot or box-and-whisker plot~~; use the forms to display a single set of data or to compare two sets of data.

*Note: The strikethrough on the standard above reflects that the CAHSEE no longer uses stem-and-leaf plots or box-and-whisker plots to assess this standard.*

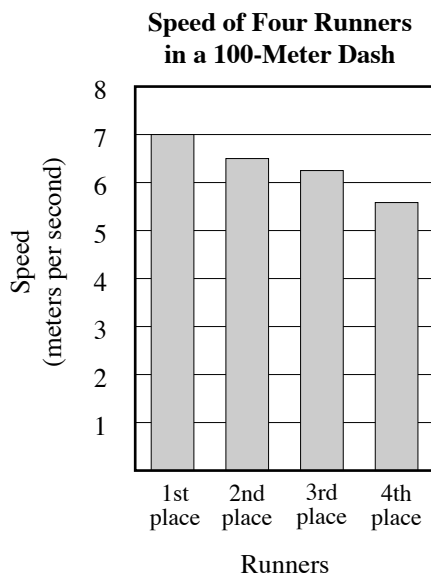
#### Problem 1



1. According to the box-and-whisker plot, what was the highest score a student received on the algebra test?

- A 76
- B 84
- C 94
- D 100

#### Problem 2



2. Based on the bar graph shown above, which of the following conclusions is true?

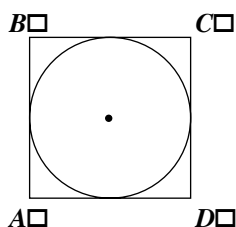
- A Everyone ran faster than 6 meters per second.
- B The best possible rate for the 100-meter dash is 5 meters per second.
- C The first-place runner was four times as fast as the fourth-place runner.
- D The second-place and third-place runners were closest in time to one another.

**Example Two**

Problems 3 and 4, below, both assess Grade 7 Measurement and Geometry Standard 2.1. However, Problem 3 requires students to understand two concepts from the standard (i.e., radius of a circle and perimeter of a square) while Problem 4 only requires students to understand one concept from the standard (i.e., area of a triangle). Items such as Problem 3 still appear on the CAHSEE, but with less frequency.

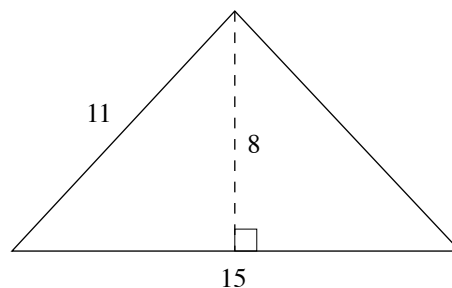
**Measurement and Geometry**

**2.1** Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

**Problem 3**

3. In the figure above, the radius of the inscribed circle is 6 inches (in.). What is the perimeter of square  $ABCD$ ?

A  $12\pi$  in.  
B  $36\pi$  in.  
C 24 in.  
D 48 in.

**Problem 4**

4. What is the area of the triangle shown above?

A 44 square units  
B 60 square units  
C 88 square units  
D 120 square units



# Internet Reports

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The 2003–04 CAHSEE summary results will be accessible through the CDE Web site at <http://cahsee.cde.ca.gov>. This Web site has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

The DataQuest Web site will display:

- Summary results for the February, March, and May 2004 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined results of the February, March, and May 2004 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e. essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

When the 2003–04 CAHSEE summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be available on the CDE Web site at: <http://cahsee.cde.ca.gov>.



## Accessing Internet Reports

This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.

California Department of  
**EDUCATION**

Curriculum & Instruction | Testing & Accountability | Professional Development  
Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

CAHSEE Results >> Reports

### California High School Exit Exam (CAHSEE) Internet Reports

- [School Reports](#)
- [District Reports](#)
- [County Reports](#)
- [State Reports](#)

**For more information, please contact CDE's CAHSEE Office at (916) 445-9449.**  
Last Modified: April 26, 2004

California Department of Education  
1430 N Street  
Sacramento, CA 95814

### To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>
2. Click on "District Reports."
3. From the drop down menu, select a school year.

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## DataQuest

CDE Home | API Home | AYP Home | CAHSEE Home | CELDT Home | Demographic Data Files  
Physical Fitness Test Site | SARC Home | Special Education Home | STAR Home

California High School Exit Exam (CAHSEE) [CAHSEE Research Files](#)


### Select Year of Data and Enter District Name

1) Determine time frame:  
☒ Single year -- select year: **2002-03** +

2) Type a portion of the name then press the "Submit" button.

4. Type a portion of the district name.
5. Click the "submit" button.



**California** Department of  
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**DataQuest**

[CDE Home](#) | [API Home](#) | [AYP Home](#) | [CAHSEE Home](#) | [CELDT Home](#) | [Demographic Data Files](#)  
[Physical Fitness Test Site](#) | [SARC Home](#) | [Special Education Home](#) | [STAR Home](#)

California High School Exit Exam (CAHSEE)  
Year of data selected: 2002-03 [CAHSEE Research Files](#)

Select District:  
**3467439 - - Sacramento City Unified** ▼

Select Report:  
☒ High School Exit exam Results by Program  
☐ High School Exit Exam Results by Program (with school info.)  
☐ High School Exit Exam Results by Gender, Ethnicity  
☐ High School Exit Exam Results by Gender, Ethnicity (with school data)  
☐ District Roster (with school data)  
☐ CAHSEE District Report

Specify administration: **Combined** ▼

Select Test: (District Roster or CAHSEE District Report)  
☒ English-Language Arts (ELA)  
☐ Mathematics

**Submit**

**Combined** indicates results for all exam administrations in the selected school year.  
Note: Repeat test takers may take the CAHSEE multiple times in a school year.

6. From the drop down menu under “Select District,” select a school district.
7. Under “Select Report,” select one option.
8. From the drop down menu beside “Specify administration,” select one of the administrations. The “Combined” option will combine results from all administrations during the selected school year.
9. Under “Select Test,” select one option.



## CAHSEE Summary Reports

The CAHSEE summary reports are available through the CDE Web site at <http://cahsee.cde.ca.gov> and provide school, school district, county, and state results for either a single test administration or for combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, ethnicity, language fluency, economic status, and special education program participation. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state. This section contains samples of the following reports:

- Sample School Report: English-Language Arts  
Demographic Summary for All Students Tested
- Sample School Report: Mathematics  
Demographic Summary for All Students Tested
- Sample School District Report: Mathematics  
Demographic Summary for All Students Tested
- Sample School District Report: Mathematics  
Roster for All Students Tested
- Sample County Report: English-Language Arts  
Demographic Summary for All Students Tested
- Sample County Report: English-Language Arts  
Roster for All Students Tested

### Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

**Number Tested** – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

**Number Passed** – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.





**Percent Passed** – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

**Number Not Passed** – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

**Percent Not Passed** – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

**Mean Scale Score** – This is the average scale score of all students who took the English-language arts examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

## English-Language Arts

The English-language arts reports provide the following results:

**Reading** – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand, dividing by the number of questions answered correctly in that strand, and multiplying by 100.

**Writing** – The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand and dividing by the number of questions answered correctly in that strand and multiplying by 100.

**Writing Application** – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score.



## Mathematics

The mathematics reports provide the following results:

**Strands for Mathematics** – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category. The average percent correct is calculated from the percent correct of all students who tested in mathematics on the test date.

Note: Dashes (--) indicate that for groups of 10 or fewer, data were suppressed to maintain the anonymity of the students tested.



# Sample School Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
English-Language Arts (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT  
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 886

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Reading			Writing		Writing Application* Average Score
							Avg. Percent Correct			Avg. Percent Correct		
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	
All Students Tested (Average)	886	754	85%	132	15%	388	83%	79%	81%	67%	76%	2.6
<b>Grade</b>												
Tenth	886	754	85%	132	15%	388	83%	79%	81%	67%	76%	2.6
Eleventh	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Twelfth	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Adult ed.	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Unknown	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Gender</b>												
Male	470	378	80%	92	20%	377	81%	77%	80%	65%	73%	2.5
Female	416	376	90%	40	10%	400	85%	82%	84%	70%	79%	2.7
Unknown	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Ethnicity</b>												
American Indian or Alaska Native	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Asian	52	47	90%	5	10%	397	86%	83%	84%	74%	82%	2.7
Pacific Islander	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Filipino	1	1	100%	0	0%	401	90%	82%	91%	74%	86%	2.7
Hispanic or Latino	220	166	76%	54	24%	376	77%	73%	75%	61%	71%	2.4
African American (not of Hispanic origin)	64	59	92%	5	8%	379	81%	74%	79%	66%	71%	2.4
White (not of Hispanic origin)	43	40	93%	3	7%	396	86%	82%	85%	71%	78%	2.7
Unknown	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Language Fluency</b>												
English Only Students	85	68	80%	17	20%	391	84%	80%	84%	69%	77%	2.5
Initially Fluent English Learners	4	4	100%	0	0%	388	81%	79%	79%	70%	75%	2.6
Redesignated Fluent English Proficient (RFEP)	41	41	100%	0	0%	398	86%	82%	86%	73%	83%	2.7
English Learner Students	62	23	37%	39	63%	341	63%	56%	55%	42%	55%	1.6
Unknown	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Economic Status</b>												
Non-Economically Disadvantaged Students	560	517	92%	43	8%	397	87%	83%	86%	72%	79%	2.7
Economically Disadvantaged Students	205	138	67%	67	33%	367	73%	69%	72%	57%	67%	2.2
Unknown	121	99	82%	22	18%	381	80%	76%	79%	63%	72%	2.5
<b>Special Education Program Participation</b>												
Students Receiving Services	68	16	24%	52	76%	330	51%	52%	50%	34%	42%	1.8
Students Not Receiving Services	818	738	90%	80	10%	393	85%	81%	84%	70%	78%	2.6

\* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.



# Sample School Report: Mathematics

## Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
Mathematics (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT  
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 894

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	894	752	84%	142	16%	385	74%	75%	72%	69%	62%
<b>Grade</b>											
Tenth	894	752	84%	142	16%	385	74%	75%	72%	69%	62%
Eleventh	--	--	--	--	--	--	--	--	--	--	--
Twelfth	--	--	--	--	--	--	--	--	--	--	--
Adult ed.	--	--	--	--	--	--	--	--	--	--	--
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Gender</b>											
Male	477	397	83%	80	17%	386	74%	75%	72%	70%	61%
Female	417	355	85%	62	15%	385	74%	74%	73%	68%	63%
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Ethnicity</b>											
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--
Asian	51	43	84%	8	16%	411	85%	86%	84%	83%	75%
Pacific Islander	--	--	--	--	--	--	--	--	--	--	--
Filipino	10	8	80%	2	20%	399	78%	84%	79%	77%	70%
Hispanic or Latino	226	187	83%	39	17%	375	68%	70%	68%	64%	58%
African American (not of Hispanic origin)	77	56	73%	21	27%	370	66%	65%	67%	60%	55%
White (not of Hispanic origin)	48	39	81%	9	11%	390	78%	77%	75%	72%	64%
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Language Fluency</b>											
English Only Student	6	5	86%	105	14%	386	75%	75%	73%	70%	63%
Initially Fluent English Learner	45	38	88%	6	12%	388	74%	78%	75%	72%	61%
Redesignated Fluent English Proficient (RFEP)	41	41	100%	0	0%	400	79%	83%	80%	79%	72%
English Learner Student	64	33	52%	31	48%	357	57%	57%	58%	51%	50%
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Economic Status</b>											
Non-Economically Disadvantaged Students	564	512	91%	52	9%	391	78%	78%	76%	76%	65%
Economically Disadvantaged Students	210	146	70%	64	30%	370	65%	65%	65%	60%	55%
Unknown	120	94	78%	26	22%	381	73%	72%	71%	87%	60%
<b>Special Education Program Participation</b>											
Students Receiving Services	73	12	12%	61	84%	334	43%	47%	43%	39%	33%
Students Not Receiving Services	821	740	90%	81	10%	389	77%	77%	75%	72%	65%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.



# Sample School District Report: Mathematics

## Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
Mathematics (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of Students Tested: 3,031

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	3,031	2,364	78%	657	22%	379	71%	71%	69%	65%	59%
<b>Grade</b>											
Tenth	3,031	2,364	78%	657	22%		71%		69%	65%	59%
Eleventh	--	--	--	--	--		--	--	--	--	--
Twelfth	--	--	--	--	--		--	--	--	--	--
Adult ed.	--	--	--	--	--		--	--	--	--	--
Unknown	--	--	--	--	--		--	--	--	--	--
<b>Gender</b>											
Male	1,561	1,239	79%	322	21%	378	71%	71%	69%	65%	58%
Female	1,469	1,125	76%	344	24%	379	71%	71%	70%	64%	60%
Unknown	1	--	--	--	--	--	--	--	--	--	--
<b>Ethnicity</b>											
American Indian or Alaska Native	20	15	75%	5	25%	355	60%	68%	61%	55%	52%
Asian	7	5	71%	2	29%	404	80%	82%	81%	79%	74%
Pacific Islander	--	--	--	--	--	--	--	--	--	--	--
Filipino	5	3	60%	2	40%	398	78%	81%	76%	77%	71%
Hispanic or Latino	1,260	880	69%	380	30%	368	65%	66%	64%	58%	54%
African American (not of Hispanic origin)	410	320	78%	90	22%	369	67%	66%	56%	59%	55%
White (not of Hispanic origin)	1,100	860	77%	240	22%	387	76%	76%	73%	69%	63%
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Language Fluency</b>											
English Only Students	2,283	1,869	82%	414	18%	382	74%	73%	71%	67%	61%
Initially Fluent English Learners	171	134	78%	37	22%	379	69%	73%	71%	65%	59%
Redesignated Fluent English Learners (RFEL)	218	204	94%	14	6%	387	76%	77%	73%	71%	65%
English Learner Students	356	156	44%	200	56%	349	51%	53%	54%	48%	45%
Unknown	--	--	--	--	--	--	--	--	--	--	--
<b>Economic Status</b>											
Non-Economically Disadvantaged Students	1,564	1,363	87%	201	13%	389	77%	77%	74%	71%	64%
Economically Disadvantaged Students	1,036	688	66%	348	34%	366	64%	65%	63%	57%	53%
Unknown	431	313	73%	118	27%	373	68%	68%	57%	62%	56%
<b>Special Education Program Participation</b>											
Students Receiving Services	296	69	23%	227	77%	338	46%	47%	46%	42%	36%
Students Not Receiving Services	2,735	2,295	84%	440	16%	383	74%	74%	72%	67%	62%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.



## Sample School District Report: Mathematics Roster for All Students Tested

California High School Exit Examination  
School Listing – EXAMPLE SCHOOL DISTRICT  
Mathematics (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 3,031

District Code and Name	Number Tested	Number Passed	Percent Passed	Percent for Mathematics (Percent Correct)					
				Algebra I	Algebra II	Geometry	Meas. & Geometry	Math & Func.	Number Sense
All Students Tested (Average)	3,031	2,364	78%	59%	69%	65%	62%	67%	71%
0000001 Example School #2	748	544	73%	57%	67%	62%	67%	68%	67%
0000002 Example School #3		540	72%	58%	68%	63%	68%	70%	71%
0000004 Example School #5		24	33%	53%	64%	59%	64%	61%	64%
0000006 Example School #7		198	60%	60%	71%	65%	71%	74%	73%
0000007 Example School #8			36%	36%	42%	38%	42%	47%	42%
0000008 Example School #9			16%	36%	74%	69%	72%	74%	74%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.



# Sample County Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
EXAMPLE COUNTY  
English-Language Arts (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT  
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 18,125

							Reading			Writing		Writing Application
							Avg. Percent Correct			Avg. Percent Correct		Average Score
	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Word Analysis	Reading Comp.	Lit. Response	Writing	Writing Conv.	Essay
All Students Tested (Average)	18,125	13,383	74%	4,742	26%	374	76%	74%	72%	60%	69%	2.3
Grade												
Tenth	18,105	13,381	74%	4,724	26%	374	76%	74%	72%	60%	69%	2.3
Eleventh	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Twelfth	--	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Adult ed.	2	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Unknown	18	2	11%	16	89%	374	76%	45%	72%	46%	46%	1.3
Gender												
Male	9,002	6,259	70%	2,743	30%	367	77%	72%	72%	58%	66%	2.2
Female	9,107	7,115	78%	2,000	22%	379	78%	77%	77%	62%	72%	2.4
Unknown	16	9	56%	7	44%	367	67%	62%	39%	49%	49%	1.7
Ethnicity												
American Indian or Alaska Native	140	95	68%	45	32%	367	77%	70%	74%	55%	63%	2.2
Asian	5,502	4,023	73%	1,479	27%	370	83%	78%	80%	68%	77%	2.8
Pacific Islander	261	161	61%	100	38%	364	78%	72%	75%	58%	70%	2.4
Filipino	2,400	1,800	75%	600	25%	392	85%	80%	82%	70%	79%	2.6
Hispanic or Latino	8,400	5,600	67%	2,800	33%	362	72%	68%	68%	53%	63%	2.1
African American (not of Hispanic ethnicity)	1,400	900	64%	500	36%	367	76%	70%	72%	56%	65%	2.2
White (not of Hispanic ethnicity)	6,910	6,010	87%	900	13%	390	85%	81%	82%	68%	75%	2.5
Unknown	150	100	67%	50	33%	369	78%	71%	72%	57%	65%	2.2
Language Fluency												
English Only Students	1,950	1,223	61%	727	37%	362	82%	77%	78%	64%	72%	2.4
Initially Fluent English Proficient (IFEP)	1,130	842	76%	301	24%	373	78%	74%	74%	59%	69%	2.3
Redesignated Fluent English Proficient (RFEP)	1,049	1,296	89%	153	11%	383	83%	79%	80%	65%	75%	2.5
English Learner Students	2,916	1,034	35%	1,882	65%	338	60%	57%	55%	41%	52%	1.7
Unknown	122	88	72%	34	28%	373	77%	74%	75%	60%	67%	2.2
Economic Status												
Non-Economically Disadvantaged Students	8,612	7,429	86%	1,183	14%	389	84%	80%	81%	68%	76%	2.6
Economically Disadvantaged Students	7,634	4,678	61%	2,956	39%	360	72%	67%	68%	52%	62%	2.1
Unknown	1,879	1,276	68%	603	32%	367	76%	71%	71%	56%	65%	2.1
Special Education Program Participation												
Students Receiving Services	1,719	438	25%	1,281	75%	330	56%	52%	50%	36%	44%	1.5
Students Not Receiving Services	16,406	12,945	79%	3,461	21%	379	80%	76%	77%	63%	71%	2.4

\* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score.

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs/>.



# Sample County Report: English-Language Arts Roster for All Students Tested

California High School Exit Examination  
District Listing – EXAMPLE COUNTY  
English-Language Arts (March 2004)  
File Date: 8/4/2004

- [To Research Files](#)
- [Back to County Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 18,125

							Reading		Writing		Writing	
							Avg. Percent Correct		Avg. Percent Correct		Application*	
											Score	
	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay
All Students Tested (Average)	18,125	13,383	74%	4,742	26%	374	78%	74%	75%	60%	69%	2.3
00000 Example School District #1	67	36	54%	31	46%	348	65%	63%	60%	45%	53%	1.9
00001 Example School District #2	303	174	57%	129	57%	356	74%	63%	65%	48%	63%	2.1
00002 Example School District #3	282	206	73%	76	27%	374	80%	73%	75%	61%	69%	2.2
00003 Example School District #4	45	4	9%	41	91%	306	40%	37%	34%	30%	35%	0.9
00004 Example School District #5	834	420	50%	414	50%	351	66%	63%	63%	48%	55%	2.0
00005 Example School District #6	3,054	2,425	79%	629	21%	381	80%	76%	78%	63%	72%	2.4
00006 Example School District #7	1,915	1,418	74%	497	26%	374	80%	74%	74%	59%	69%	2.3
00007 Example School District #8	1,502	1,134	75%	368	25%	375	79%	75%	76%	62%	89%	2.3
00008 Example School District #9	1,476	941	64%	535	36%	361	74%	69%	68%	53%	64%	2.0
00009 Example School District #10	94	59	63%	35	37%	358	72%	68%	67%	49%	61%	2.0
00010 Example School District #11	2,547	1,783	70%	764	30%	369	75%	72%	72%	58%	66%	2.2
00011 Example School District #12	1,347	1,230	91%	117	9%	394	84%	81%	83%	71%	79%	2.7
00012 Example School District #13	51	38	75%	13	25%	369	78%	75%	73%	60%	67%	2.1
00013 Example School District #14	1,464	966	66%	498	34%	366	75%	71%	71%	55%	65%	2.1
00014 Example School District #15	208	159	76%	49	24%	372	79%	75%	75%	64%	69%	2.0
00015 Example School District #16	2,480	2,077	84%	403	16%	389	83%	79%	81%	67%	74%	2.6
00016 Example School District #17	440	298	68%	142	32%	366	75%	70%	72%	56%	65%	2.2
00017 Example School District #18	16	15	94%	1	6%	403	92%	88%	90%	70%	81%	2.7

\* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score.

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.





# Appendix

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## **2003–04 CAHSEE Summary Results: Tab-Delimited Research File Layout**

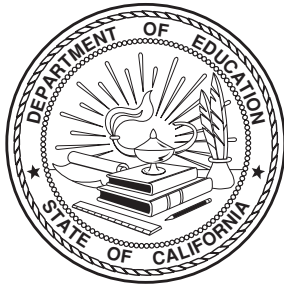


# 2003–04 CAHSEE Summary Results: Tab-Delimited Research File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha numeric
District Code	DistrictCode	Alpha numeric
Charter Number (only populated for independent charters)	CharterNumber	Alpha numeric
School Code	SchoolCode	Alpha numeric
County Name	CountyName	Alpha numeric
District Name	DistrictName	Alpha numeric
School Name	Schoolname	Alpha numeric
Record Type	RecordType	04 = state 05 = county 06 = district 07 = school
Summary Type	SummaryType	01 = All Students Tested 02 = Grade 10 03 = Grade 11 04 = Grade 12 05 = Grade AE 06 = Grade Unknown 07 = Male 08 = Female 09 = Gender Unknown 10 = American Indian or Alaskan Native 11 = Asian 12 = Pacific Islander 13 = Filipino 14 = Hispanic or Latino 15 = African American 16 = White 17 = Race/Ethnicity Unknown 18 = English Only 19 = Initially Fluent English Proficient (IFEP) 20 = Redesignated Fluent English Proficient (R-FEP) 21 = English Learner (EL) 22 = Language Fluency Unknown 23 = Not Economically Disadvantaged 24 = Economically Disadvantaged 25 = Economic Status Unknown 26 = Participating in Special Education Program 27 = Not Participating in Special Education Program
Administration	Administration	C = Combined Administration S = Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank
Math Number Tested	MathNumberTested	0–99999999



Field Description	Corresponding Database Field	Acceptable Values
Math Number Passed	MathNumberPassed	0–99999999
Math Percentage Passed	MathPercentPassed	0–100
Math Number Not Passed	MathNumberNotPassed	0–99999999
Math Percentage Not Passed	MathPercentageNotPassed	0–100
Math Mean Scale Score	MathMeanScaleScore	250–450
Math <i>Probability &amp; Statistics</i> Percent Correct	MathPSPercentCorrect	0–100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0–100
Math <i>Algebra &amp; Functions</i> Percent Correct	MathAFPercentCorrect	0–100
Math <i>Measurement &amp; Geometry</i> Percent Correct	MathMGPercentCorrect	0–100
Math <i>Algebra I</i> Percent Correct	MathA1PercentCorrect	0–100
ELA Test date	ELATestDate	MM/DD/YY or Blank
ELA Number Tested	ELANumberTested	0–99999999
ELA Number Passed	ELANumberPassed	0–99999999
ELA Percentage Passed	ELAPercentPassed	0–100
ELA Number Not Passed	ELANumberNotPassed	0–99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0–100
ELA Mean Scale Score	ELAMeanScaleScore	250–450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0–100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0–100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0–100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0–100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0–100
ELA Writing Applications - <i>Essay</i> Scale Score	ELAESAvgScore	0.0–4.0
Current System Date	SystemDate	MM/DD/YY



# **STAR**

## **Standardized Testing and Reporting Program**

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### **Reporting 2004 Summary Results**

### **Press Briefing Part Two**

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**August 12, 2004**

Prepared by  
California Department of Education



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# Introduction

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Results of the 2004 Standardized Testing and Reporting (STAR) Program are scheduled to be posted on the Internet on August 16, 2004. Reports include summary results for the California Standards Tests (CSTs); the California Alternate Performance Assessment (CAPA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Spanish Assessment of Basic Education, Second Edition (SABE/2). The annual release of these results continues to generate a great deal of public interest.

The increasing emphasis on the CSTs, the second year of reporting results for the CAPA, and the use of CST and CAPA results in calculating school district and school Adequate Yearly Progress (AYP), as required by federal No Child Left Behind (NCLB) legislation, are generating many questions from public education's stakeholders. This packet provides information and materials needed by county offices of education, school districts, and schools to (1) access summary results on the Internet and (2) respond to questions from the public as they arise.



# Key School District Testing and Reporting Dates for 2004 STAR Program

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**May 14, 2004**

Last day for SABE/2 administration

Last day for CAPA administration

**10 working days after 85 percent of instructional year for any school or track**

Last day for regular and makeup testing for the CSTs and the CAT/6 Survey administration

**Within 5 working days after school district testing completed**

School districts submit Certification of Compliance to California Department of Education (CDE)

**Beginning July 20, depending on school district testing window**

School districts receive 2004 reports

**Within 20 working days after school district receives STAR Student Reports**

School districts distribute STAR Student Reports (CSTs–CAT/6 Survey or CAPA) to parents/guardians

**Within 5 working days after school district receives report of results**

School districts submit notification of receipt of complete and accurate reports to CDE

**August 2004**

Reporting 2004 STAR Program Results to Parents/Guardians Assistance Packet posted on the Internet

**August 12, 2004**

Press briefing on 2004 STAR Program and California High School Exit Examination (CAHSEE) results

Press Briefing Packet posted on the Internet

**August 13, 2004**

STAR and CAHSEE results sites open to press



**August 16, 2004**

State Superintendent of Public Instruction holds press conference and teleconference

Press release on 2004 STAR Program and CAHSEE results distributed to media, school districts, and county offices

Preliminary STAR Program results for schools, school districts, counties, and the state posted on the Internet (will include only schools and school districts that completed testing and submitted tests for scoring by July 1, 2004)

**September 2004**

Second Internet posting of STAR Program results to include schools and school districts that completed testing by July 30

**December 2004**

Final Internet posting of STAR Program results that will include demographic data corrections school districts made after the August and September 2004 Internet postings





# Key Facts about the 2004 Standardized Testing and Reporting (STAR) Program

- The Standardized Testing and Reporting (STAR) Program was authorized through Senate Bill 376 in 1997.
- The STAR Program requires that all California public school students in grades two through eleven take a national norm-referenced achievement test in English each spring to measure achievement in basic academic knowledge and skills.
- The law requires that students in grades two through eight be tested in reading, language (writing), spelling, and mathematics. Students in grades nine through eleven are to be tested in reading, language, mathematics, and science; students in grades eight, ten, and eleven are to be tested in history-social science. Students in grade five also are to be tested in science. (A complete listing of the STAR Program tests given in 2004 in all grade levels is provided on page 6.)
- All test questions are reviewed by the State-wide Pupil Assessment Review Panel to ensure that questions do not ask students to reveal personal or family beliefs. Panel members are appointed by the Governor, the Legislature, and the State Superintendent of Public Instruction. A majority of the panel consists of parents whose children attend California public schools.
- In spring 2004, the STAR Program included four components, designated by the State Board of Education (SBE):
  - California Standards Tests (CSTs), produced for California public schools
  - California Alternate Performance Assessment (CAPA), produced for California public school students with significant cognitive disabilities
  - California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill
  - Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill
- The CSTs are aligned with state academic standards and include tests in English-language arts and mathematics in grades two through eleven; history-social science tests in grades eight, ten, and eleven; and science tests in grades five and nine through eleven. All CSTs use multiple-choice questions, except for grades four and seven that include a writing component in addition to multiple-choice questions.
- The CAPA was added in spring 2003 for students with significant cognitive disabilities who are unable to take the CSTs or the CAT/6 Survey.
- In addition to the tests given in English, Spanish-speaking English learners who had been enrolled in California public schools for fewer than 12 months took the SABE/2. Primary language testing is a school district option for students enrolled more than 12 months prior to testing.



# STAR Program Tests Students Took in 2004

Test	Grade Levels Tested
<b>CSTs</b>	
English-Language Arts	All students in grades two through eleven
English-Language Arts Writing Component	All students taking grades four and seven tests, including students taking these tests out-of-level
Mathematics	All students in grades two through seven
General Mathematics	All students in grades eight and nine not enrolled in a standards-based mathematics course or enrolled in the first year of a two-year Algebra I course
Algebra I, Geometry, or Integrated Mathematics 1 or 2	Grade eight through eleven students enrolled in the course or who completed the course during this school year
Algebra II or Integrated Mathematics 3	Grade eight through eleven students enrolled in the course
Summative High School Mathematics	Grades nine and ten students who completed Algebra II or Integrated Mathematics 3 prior to the 2003–04 school year and grade eleven students who completed Algebra II or Integrated Mathematics 3 before testing began*
Science	All students in grade five
Earth Science, Biology, Chemistry, Physics or Integrated/Coordinated Science 1, 2, 3, or 4	Grade nine through eleven students who were enrolled in or had just completed a standards-based science course this school year
History-Social Science	All students in grades eight, ten, and eleven
<b>CAT/6 Survey</b>	
Reading, Language, and Mathematics	All students in grades two through eleven
Spelling	All students in grades two through eight
Science	All students in grades nine through eleven
<b>CAPA</b>	
English-Language Arts	Students enrolled in grades two through eleven, eligible for alternate assessment as documented in the student's Individualized Education Program (IEP)
Mathematics	Students enrolled in grades two through eleven, eligible for alternate assessment as documented in the student's IEP
<b>SABE/2</b>	All Spanish-speaking English learners in grades two through eleven enrolled in California public schools less than 12 months**
Reading, Language, Mathematics, and Spelling	Designated students in grades two through eleven
Word Analysis	Designated students in grades two and three

\* This included students taking higher mathematics courses or no mathematics course.

\*\* Students must also take the CSTs and the CAT/6 Survey in English.



## Facts about the 2004 California Standards Tests (CSTs) and California Alternate Performance Assessment (CAPA)

The California Standards Tests (CSTs) are given to public school students in grades two through eleven as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program currently has three components in addition to the California Standards Tests (CSTs): the California Alternate Performance Assessment (CAPA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

### A Test for California Schools

- The CSTs and the CAPA, developed specifically for California public schools, are aligned with state-adopted academic standards that describe what students should know and be able to do in each grade and subject tested.
- The CSTs in English-language arts and mathematics for grades two through eleven became part of the STAR Program in 1999. The CSTs in history-social science and science for selected grades were added in 2001. A writing component was added to the grades four and seven English-language arts CSTs in 2001. The CAPA was added in 2003. Grade five science was added in 2004.

### Test Content and Format

- The CSTs are tied to specific grade levels in English-language arts, grades two through eleven; in mathematics, grades two through seven; in science, grade five; and in history-social science, grades eight, ten, and eleven.

- All students in grades eight and nine, who are not enrolled in a standards-based mathematics course, take the General Mathematics Standards Test that is based on the academic standards for grades six and seven. The CSTs in mathematics in grades eight through eleven are tied to specific mathematics courses. Students in grades nine and ten who had completed Algebra II or Integrated Mathematics 3 during a previous school year and grade eleven students who completed one of these two courses anytime prior to the beginning of testing were required to take the Summative High School Mathematics CST. This included students who were taking higher mathematics courses or no mathematics course.
- Students in grades nine, ten, and eleven take science standards tests that also are tied to specific courses rather than grade levels. Only students completing a standards-based science course take a CST.
- Questions for all CSTs, except for the writing component in grades four and seven, are in a multiple-choice format.
- Student responses to the writing tasks are scored using four-point scoring guides that are aligned with state-adopted standards for writing strategies, applications, and conventions.
- The grade four and seven English-language arts CST scores include the student responses to the multiple-choice questions and the writing task. There are no scale(d)\* scores or performance levels for the writing component.

\* Some STAR Program reports for the CSTs refer to scale(d) scores.



## Facts about the 2004 California Standards Tests (CSTs) and California Alternate Performance Assessment (CAPA)

- Students with significant cognitive disabilities in grades two through eleven take the CAPA. This assessment includes tasks aligned to a subset of the California academic standards in English-language arts and mathematics that reflect important life skills. The CAPA is administered individually by certificated or licensed school staff members who are the students' teachers in most cases.

### Performance Level Reporting

- The CSTs and the CAPA are criterion-referenced tests. Results are based on how well students achieve identified state-adopted content standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education (SBE) approved five performance levels for reporting results of the CSTs and the CAPA. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area. The SBE also scheduled regional hearings to receive public input before final performance levels were adopted.

### Reporting CST and CAPA Results

- Individual student and group results for the CSTs and the CAPA are reported using the five performance levels adopted by the SBE.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level.
- The scale score range for each performance level (by grade and subject area) does not change from year to year.
- The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the tests. Scale scores are used to adjust for these changes and to equate the tests between years.
- The SBE set the minimum scale score target of 350 as proficient for all California students for the CSTs.
- Scale scores of 35 or higher on the CAPA scale are at or above proficient.
- Scale score ranges for performance levels for the CSTs and the CAPA for all subject areas and grade levels are on pages 28 through 31 in the appendices.



# Internet Posting of 2004 STAR Program Results

## The Internet report will:

- Be accessed through the CDE Web site at <http://www.cde.ca.gov>. Select the STAR link or go directly to the STAR Test Results page at <http://star.cde.ca.gov>.
- Allow users to search for results for all of the tests by county, school district, school name, or zip code.
- Display the CSTs and the CAT/6 Survey results by grade level and content area for the state, counties, school districts, and schools for all students tested.
- Include results for CSTs and CAT/6 Survey for the following eight reporting categories, with subgroups under each category except for all students:
  - All students
  - Gender
  - Ethnicity
  - Participation in special programs
  - English-language fluency
  - Economic status
  - Parent education
  - Disability
- Include the CST results for:
  - English-language arts and mathematics for grades two through eleven
  - science for grades five and nine through eleven
  - History-social science for grades eight, ten, and eleven
  - Mean scale scores and percentage of students scoring at each performance level (advanced, proficient, basic, below basic, and far below basic)
- Include CAT/6 Survey results for:
  - Reading, language, spelling, and mathematics for grades two through eight
  - Reading, language, mathematics, and science for grades nine through eleven
- Include CAPA results for:
  - English-language arts
  - Mathematics
- Include SABE/2 results for:
  - Reading, language, and mathematics for grades two through eleven
  - Spelling for grades two through eight



# Reporting 2004 STAR Program Results

Press Briefing Part Two

## Questions and Answers About Internet Reporting

### ***When and how will 2004 Standardized Testing and Reporting (STAR) Program test results be released to the public?***

The public release of the 2004 STAR Program test results for schools, school districts, counties, and the state for all students is scheduled to be posted on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov> on August 16, 2004. STAR Program test results include:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

Internet reports will include 2004 results for schools, school districts, counties, and the state. Reports will be available for:

- All students
- Gender
- Ethnicity
- Program participation
- English classification
- Economic status
- Parent education
- Disability

Data for over 50 demographic subgroups will be available.

### ***What scores will be reported on the Internet?***

The CST results will be reported for:

- English-language arts (grades two through eleven)
- Mathematics (grades two through eleven)
- History-social science (grades eight, ten, and eleven)
- Science (grades five and nine through eleven)

Grades eight through eleven, mathematics scores for the CSTs will be reported for:

- General mathematics (grades eight & nine)
- Integrated 1
- Integrated 2
- Integrated 3
- Summative High School Mathematics
- Algebra I
- Geometry
- Algebra II

Grades eight, ten, and eleven, history-social science scores for the CSTs will be reported for:

- History-social science (grade eight)
- World history (grade ten)
- U.S. history (grade eleven)

Grades nine through eleven, science scores for the CSTs will be reported for:

- Biology/life sciences
- Earth science
- Chemistry
- Physics
- Integrated/Coordinated Science 1, 2, 3, and 4

CAPA results will be reported for:

- English-language arts
- Mathematics

CAT/6 Survey scores will be reported for:

- Reading, language, spelling, and mathematics (grades two through eight)
- Reading, language, mathematics, and science (grades nine through eleven)

SABE/2 results will be reported by grade level for:

- Total reading
- Spelling
- Total language
- Total mathematics

### ***What types of scores will be reported?***

Internet reporting will include the following types of scores by grade level for each content area listed in the previous question:

#### **CSTs/CAPA**

- Number of students tested for each exam and grade
- Percentage of enrolled students who were tested
- Mean scale score
- Percentage of students scoring at each performance level

Note: CAPA results are reported by the five CAPA levels. Most of the students took the CAPA level (Levels II through V) corresponding to their grade placement, but students with complex, profound disabilities took Level I.





# Reporting 2004 STAR Program Results

Press Briefing Part Two

## Questions and Answers About Internet Reporting

### *Type of scores (continued)*

#### **CAT/6 Survey**

- Number of students tested
- National percentile rank (NPR) of the “average” student
- Percentage of students scoring in the top quarter (above 75th NPR)
- Percentage of students scoring in the top half (at or above 50th NPR)
- Percentage of students scoring in top three-quarters (above 25th NPR)
- Mean scale score

#### **SABE/2**

- Number of students tested
- Reference percentile rank of the “average” student
- Percentage of students scoring in the top quarter (above 75th percentile)
- Percentage of students scoring in the top half (at or above 50th percentile)
- Percentage of students scoring in top three-quarters (above 25th percentile)

### ***Can the test results be compared from year to year?***

General comparisons may be made from one grade to the next for the CSTs. For example, if a student scored at the proficient level in one grade, you generally would expect the student to score at the same or a higher level in the following grade. However, the tests are designed to assess the student’s attainment of the academic standards specified for the grade level. Since the academic standards change from grade to grade, it is important to remember that the difficulty level and the content of the tests also change from grade to grade.

The most appropriate comparison for the CSTs is the percentage of students scoring at proficient and advanced performance levels.

The most appropriate comparison for CAT/6 Survey results is the percentage of students scoring at or above the 50th national percentile rank (NPR).

### ***Why do the CST and CAT/6 Survey results appear different?***

The CSTs and the CAT/6 Survey were developed for different purposes. The CSTs are designed to assess the achievement of California students on the California academic standards. These standards are very rigorous and are generally more difficult than standards nationwide. The CAT/6 Survey assesses the achievement of general knowledge and academic skills in key subject areas that are commonly taught in public schools throughout the United States. This test allows us to compare the performance of California students to the performance of students throughout the nation.

### ***How will the results for the grades four and seven California Writing Standards Tests be reported?***

The scores for the writing section of the grades four and seven California English-Language Arts Standards Tests are added to the multiple-choice scores for each student to calculate the California English-Language Arts Standards Test scale scores and to assign each score to a performance level. There is no separate Internet reporting for the writing section of the test.

### ***What is the mean scale score for CSTs?***

This is the arithmetic mean or average of the scale scores for all students who took grade level CSTs without modifications and for whom no adult testing irregularities were reported. The scale scores for each grade and subject area range between 150 (low) and 600 (high). Scale scores are used to equate the CSTs from year to year and to determine the performance levels. Half of the CST questions are changed from year to year, and scale scores are used to adjust for any differences in the difficulty levels of the tests that result from this question replacement. While the average number of questions answered correctly should not be compared from year to year, scale scores and the percentage of students scoring at each performance level may be compared within each grade and subject area.



# Reporting 2004 STAR Program Results

Press Briefing Part Two

## Questions and Answers About Internet Reporting

### ***What is the mean scale score for CAPA?***

This is the arithmetic or average of the scale scores for all students who took the CAPA at this grade (state results) or at this CAPA level (school, school district, and county results). The scale scores for each grade, subject area, and CAPA level range between 15 (low) to 60 (high). Like the CSTs, scale scores are used to equate the CAPA from year to year and to determine the performance levels. Half of the CAPA tasks are changed from year to year, and scale scores are used to adjust for any differences in the difficulty levels of the assessments that result from this task replacement. While the average number of questions answered correctly should not be compared from year to year, scale scores and performance levels may be compared within each CAPA level and subject area.

### ***What is the mean scale score for the CAT/6 Survey?***

A table provided by the test publisher is used to convert the number of questions each student answered correctly to a scale score. The CAT/6 Survey uses a scale from 0 to 999 that begins in kindergarten and goes through grade twelve. Scale scores are useful for reporting changes over time. The CAT/6 Survey provides results in terms of scale scores for individual students and mean or average scale scores for groups of students. CAT/6 Survey scale scores cannot be compared with the scale scores for the CSTs and should not be used to compare two different subject areas, such as reading and mathematics, within the CAT/6 Survey.

Scale scores for individual students or groups of students within each subject area should increase each year on the CAT/6 Survey because the tests use a continuous scale from the lowest to the highest grade levels of the tests. The CST scale scores may not increase from year to year because each grade for each subject area is scaled independently rather than using a continuous scale from the lowest to the highest grade.

### ***What is a National Percentile Rank (NPR)?***

A percentile rank is the percentage of scale scores for students in a national sample of students, in the same

grade, tested at a comparable time of the school year, that fall below the scale score for the student. This national sample is referred to as the norm group or norming sample. For example, if a student's scale score converts to the 60th NPR on the CAT/6 Survey reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group). The students in the CAT/6 Survey norming sample were tested during spring 2000.

### ***What is the NPR for "average" student score?***

There is no provision for producing CAT/6 Survey school, school district, or state percentile ranks, and the percentile ranks of individual students cannot be averaged to produce a group NPR. Since NPRs cannot be averaged, the normal curve equivalent (NCE) scores for the individual students are averaged. This NCE score for the "average" student is then used to look up the corresponding NPR. The NPR is attributed to a hypothetical average student because the NCE score may not equal a score actually received by any student in the group.

### ***What are "the percent scoring above the 75th NPR, percent scoring at or above the 50th NPR," and "the percent scoring above the 25th NPR"?***

These scores correspond to the percentage of students in the school, school district, county, or state with scores corresponding to those students in the top quarter of the 2000 national sample (above 75th NPR), in the top half of the 2000 national sample (at or above the 50th NPR), and in the top three-quarters of the 2000 national sample (above the 25th NPR). The percentage of students scoring above each level is calculated by counting the number of students with scores above a particular NPR (75th NPR and higher) and dividing by the total number of students tested.

Note that the percentage of students scoring at or above the 50th NPR is a subset of students scoring above the 25th NPR, and the percentage of students scoring above the 75th NPR is a subset of the group scoring at or above the 50th NPR. The percentage of students scoring at or above the 50th NPR is sometimes referred to as the percentage of students





# Reporting 2004 STAR Program Results

Press Briefing Part Two

## Questions and Answers About Internet Reporting

scoring at or above grade level. To obtain the percentage of students in the school, school district, county, or state that had scores in the lowest quarter of the national sample, subtract the percentage scoring above the 25th NPR from 100.

### ***Will individual student results be posted on the Internet?***

No. Results for individual students are confidential and can be reviewed only by the teacher, the parent or guardian, and the student. Results for individual students are available only at the schools and school districts where the students were tested.

### ***How can media representatives get the STAR Program results?***

The only direct source for the 2004 STAR Program results is the Internet report. Research files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

### ***Can the media/public see the tests that were administered?***

No. The test questions can be seen only by students when they take the tests and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released 25 percent of the spring 2003 CST items for review. These are items that no longer will be used. These released items may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

### ***How similar are the norming groups for CAT/6 Survey and SABE/2 to California's students?***

The CAT/6 Survey is a national norm-referenced test, which means that the norming sample was representative of the nation, but not necessarily of the state. English learners represented about 2 percent of the national population used for the CAT/6 Survey norming samples; California's student population is about 25 percent English learners. The reference norming group for the SABE/2 was composed of Spanish-speaking students in bilingual programs from 142 schools in 12 states with large Spanish-speaking populations, including California.

### ***How final are the Internet results?***

The statewide results posted on the Internet on August 16 are preliminary and do not include results for approximately 25,000 students. School districts have not yet verified all school and school district results, so they also are preliminary. Reporting errors typically are not found until school districts start reviewing the data. Most school districts will not have had time to complete their review process. Revisions in these results are expected to be made throughout the summer and fall with the final 2004 results posted in December.



# Sample Internet Reports

## CSTs, CAPA, and CAT/6 Survey Research Data File

### California Standardized Testing and Reporting (STAR)

#### State of California

#### All Students

Total Enrollment on First Day of Testing: x,xxx,xxx  
Total Number Tested: x,xxx,xxx  
Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxx  
District Name: xxxxxxxxxxxxxxxxxxxxxxxxx  
School Name: ----  
CDS Code: 00-00000-0000000

#### California Standards Test Scores - 2004

#### Grades

	2	3	4	5	6	7	8	9	10	11	EOC
<b>Reported Enrollment</b>	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	
<b>English Language Arts</b>											
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
<b>Mathematics</b>											
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx					
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %					
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x					
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %					
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %					
% Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
<b>General Mathematics (Grades 6 &amp; 7 Standards)</b>											
Students Tested							xxxx	xxxx			xxx
% of Enrollment							xx %	xx %			
Mean Scaled Score							xxx.x	xxx.x			xxx.x
% Advanced							xx %	xx %			xx %
% Proficient							xx %	xx %			xx %
% Basic							xx %	xx %			xx %
% Below Basic							xx %	xx %			xx %
% Far Below Basic							xx %	xx %			xx %
<b>Algebra I</b>											
Students Tested							xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment							xx %	xx %	xx %	xx %	
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %
% Proficient							xx %	xx %	xx %	xx %	xx %
% Basic							xx %	xx %	xx %	xx %	xx %
% Below Basic							xx %	xx %	xx %	xx %	xx %
% Far Below Basic							xx %	xx %	xx %	xx %	xx %
<b>Integrated Mathematics I</b>											
Students Tested							xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment							xx %	xx %	xx %	xx %	
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %
% Proficient							xx %	xx %	xx %	xx %	xx %



% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
<b>Geometry</b>					
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Integrated Mathematics II</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xx %	xx %	xx %	xx %
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Algebra II</b>					
Students Tested		xxx	xxx	xxx	xxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Integrated Mathematics III</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>High School (Summative) Mathematics (Grades 9-11)</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>History Social Science 8 (Cumulative)</b>					
Students Tested	xxxx				
% of Enrollment	xx %				
Mean Scaled Score	xxx.x				
% Advanced	xx %				
% Proficient	xx %				
% Basic	xx %				
% Below Basic	xx %				
% Far Below Basic	xx %				
<b>History World History</b>					
Students Tested			xxxx		
% of Enrollment			xx %		
Mean Scaled Score			xxx.x		
% Advanced			xx %		
% Proficient			xx %		



% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
<b>History U.S. History</b>					
Students Tested		xxxx			
% of Enrollment		xx %			
Mean Scaled Score		xxx.x			
% Advanced		xx %			
% Proficient		xx %			
% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
<b>Science</b>					
Students Tested	xxxx				
% of Enrollment	xx %				
Mean Scaled Score	xxx.x				
% Advanced	xx %				
% Proficient	xx %				
% Basic	xx %				
% Below Basic	xx %				
% Far Below Basic	xx %				
<b>Biology/Life Sciences</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xxx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Chemistry</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Earth Science</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Physics</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
<b>Integrated/Coordinated Science I</b>					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.n/TD>
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %



% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
<b>Integrated/Coordinated Science II</b>				
Students Tested	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
<b>Integrated/Coordinated Science IV</b>				
Students Tested	xxxx	xxxx	xxx	xxx
% of Enrollment	xx %	xx %	xx %	
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

[PRINT REPORT](#)



PRINT REPORT

## California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing:

X,XXX

Total Number Tested:

X,XXX

Total Number Tested in Selected Subgroup:

X,XXX

County Name: ----

District Name: ----

School Name: ----

CDS Code: 00-00000-0000000

## California Alternate Performance Assessment Scores - 2004

Level I  
Grades

	2	3	4	5	6	7	8	9	10	11
<b>Reported Enrollment</b>	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
<b>English Language Arts</b>										
Students Tested	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
% of Enrollment	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										
<b>Mathematics</b>										
Students Tested	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
% of Enrollment	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										

## Level II

## Level III

## Level IV

## Level V

	Grades		Grades		Grades			Grades		
	2	3	4	5	6	7	8	9	10	11
<b>Reported Enrollment</b>	XXXX	XXXX	XXXX	XXXX	XXX	XXX	XXXX	XXXX	XXXX	XXXX
<b>English Language Arts</b>										
Students Tested	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
% of Enrollment	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										
<b>Mathematics</b>										
Students Tested	XXXX	XXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
% of Enrollment	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										

PRINT REPORT

**California Standardized Testing and Reporting (STAR)****State of California****All Students**

Total Enrollment on First Day of Testing: x,xxx,xxx  
Total Number Tested: x,xxx,xxx  
Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxx  
District Name: xxxxxxxxxxxxxxxxxxxxxxxx  
School Name: ----  
CDS Code: 00-00000-0000000

**CAT/6 Survey Test Scores - 2004****Grades**

	2	3	4	5	6	7	8	9	10	11
<b>Reported Enrollment</b>	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
<b>Reading</b>										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
NPR for "Avg." Student Score	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 75th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring At Or Above 50th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 25th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Language</b>										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
NPR for "Avg." Student Score	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 75th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring At Or Above 50th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 25th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Mathematics</b>										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
NPR for "Avg." Student Score	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 75th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring At Or Above 50th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Scoring Above 25th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
<b>Spelling</b>										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx			
NPR for "Avg." Student Score	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Scoring Above 75th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Scoring At Or Above 50th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Scoring Above 25th NPR	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x			
<b>Science</b>										
Students Tested								xxxx	xxxx	xxxx
NPR for "Avg." Student Score								xx %	xx %	xx %
% Scoring Above 75th NPR								xx %	xx %	xx %
% Scoring At Or Above 50th NPR								xx %	xx %	xx %
% Scoring Above 25th NPR								xx %	xx %	xx %
Mean Scale Score								xxx.x	xxx.x	xxx.x

**PRINT REPORT**



# SABE/2 STAR Program

## The California State Summary Report Spring 2004

### SABE/2 STAR State Summary Report for All Student (Note: All data exclude Special Accommodations students.)

Total Number Tested: nnn,nnn  
Data uploaded on August 15, 2003

	2	3	4	5	6	7	8	9	10	11
<b>Total Reading</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Mathematics</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Language</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Spelling</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.





## **Appendices**

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**Chronology of State Testing in California**

**Scale Score Ranges for CST Performance Levels  
(by subject area and grade)**

**Scale Score Ranges for CAPA Performance Levels  
(by subject area and CAPA level)**

**Instructions for Downloading the 2004 Research Files**

Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Downloading SABE/2 Research Data File



# Scale Score Ranges for CST Performance Levels (by subject area and grade)

## English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

**Mathematics**

<b>Grade</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics*	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

\* The General Mathematics CST assesses grade eight and nine students' knowledge of California's grade six and seven mathematics academic standards. Students who are not yet in Algebra I or who are taking the first year of a two-year Algebra I course take this test.



## History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8 Grade 6–8 Standards	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

## Science

Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5 Grade 4–5 Standards	150–267	268–299	300–349	350–409	410–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600



# Scale Score Ranges for CAPA Performance Levels (by subject area and CAPA level)

## English-Language Arts

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-25	26-29	30-34	35-45	46-60
II	15-23	24-29	30-34	35-40	41-60
III	15-22	23-29	30-34	35-40	41-60
IV	15-24	25-29	30-34	35-40	41-60
V	15-24	25-29	30-34	35-41	42-60

## Mathematics

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-20	21-29	30-34	35-42	43-60
II	15-25	26-29	30-34	35-40	41-60
III	15-24	25-29	30-34	35-42	43-60
IV	15-25	26-29	30-34	35-40	41-60
V	15-26	27-29	30-34	35-40	41-60



# Instructions for Downloading the 2004 Research Files

## Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Please note that using the research files provided at this site requires expertise in the management of large data files. These files can range from 1MB to 90MB and more and take many hours to download if using a 56kb modem.

Working with these research files requires advanced data management skills. Many of the school district and county research files are too large for spreadsheet applications such as MS Excel and Lotus. Database applications like MS Access, SAS, or SPSS will be required to fully manage these research files.

For each entity (school, school district, county, or state), there are on average 900 records. Each record represents a different combination of demographic subgroups, grade levels, and test types. With so many records per entity, it is critical that the desired combination of characteristics is accurately selected.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

## Selecting a Research File

The research files contain the aggregate score data for the CSTs, the CAPA, and the CAT/6 Survey. The research files are available in two formats: fixed width and comma delimited. A statewide research file containing the state, county, school district, and school data for "All Students" (no demographic subgroup data) will be available in both formats. In addition, a similar statewide research file containing the data for "All Subgroups" is available in both formats.

Files also can be downloaded for any single county or school district. These files contain all data (all subgroups and tests) for all entities comprising the selected entity. For example, if a school district file is selected, the data for all schools in that school district will be included in the file. The research files are comma delimited and zipped to allow easier download and file import management. "School only" files are not available.

The 2004 Entities File contains all school, school district, and county names. This file must be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.



## Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup tables are available at <http://star.cde.ca.gov/star2004/research.fixfileformat.asp>.

The Research File Layout link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing
- Table C – test name listing
- Table D – CAPA levels and corresponding grade spans

Users of comma delimited research files will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

Also available from the Research File Layout page are two additional comma delimited lookup files:

- Tests ID/Name Lookup Table – This table identifies subject test names and IDs for each CAT/6 Survey, CST, and CAPA test.
- Subgroup ID/Name Lookup Table – This table identifies each of the demographic subgroups and IDs reported in the STAR Program results.

Both of these lookup tables are useful when associating test and subgroup IDs and names with codes in the comma-delimited or fixed-width files.

A database “shell” is another alternative provided at this site. Once downloaded to the target computer, this application provides a powerful school, school district, CDS, and ZIP code search capability as well as a formatted report containing all the data for the selected entity. This MS Access 2000 shell contains all entity data and is designed to import any of the selected state, county, or school district comma delimited files. MS Access 2000 must already be installed on your computer.

## Compression Software Requirements

Research files downloaded from this site are compressed. If uncompression software is not already installed on the target computers, it is available at the following locations:



- For PC Users – Use uncompression software such as WinZip (An evaluation copy of WinZip is available at no cost at [www.winzip.com](http://www.winzip.com).)
- For Mac Users – Use uncompression software such as StuffIt Expander (StuffIt Expander is available at no cost from Aladdin Systems at <http://www.aladdinsys.com/expander/>.)

## Instructions for Downloading Data Files

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Program Test Results home page (<http://star.cde.ca.gov>), select the STAR Program Test Results for the desired year.
3. On the left sidebar, select **Research Files**. For SABE/2 research files, go to <http://www2.ctb.com/SABE2STAR/>.
4. Downloading a statewide file:
  - a. Double click on one of the four statewide files listed.
  - b. Save the compressed file to your computer.
  - c. Uncompress the zipped file. There will be two files saved to your computer: a results data file and an entity file.
  - d. These files are now ready to be imported into an appropriate application.
5. Downloading a county/school district file:
  - a. In the Search Panel, select a county or school district.
  - b. Select **Download Research Files**. A county and school district downloadable file will now be listed under the County/District level files heading. If only a county is selected in the Search Panel, a school district level file will not be listed.
  - c. Double click on the desired county or school district files.
  - d. Save the compressed file to your computer.
  - e. Double click on the appropriate entity file.
  - f. Save the compressed file to your computer.
  - g. Uncompress the zipped files.
  - h. These files are now ready to be imported into an appropriate application.
6. Downloading the 2004 Access Database Shell (Note: MS Access 2000 or later must already be installed on the target computer)
  - a. Under the Access Database – Main Component heading, select **2004 Access Database – Main Component**.
  - b. Save the compressed file to your computer.





- c. Uncompress the zipped file.
- d. Identify and download a statewide, county, or school district CSV (comma separated) file containing the data you wish to evaluate according to the directions above. Be sure to place the uncompressed data file in the same directory as the 2004 Access Database – Main Component.
- e. Open the Access Database. The program will give you the option to import any score data file in the same directory.
- f. Select the file(s) to import. (Note: the Access Database – Main Component already contains all entity data.)

## Alternative Search Methods

In both the Search Panel and on the Research Files page, three search lists are identified:

- View County List
- View District List
- View Charter School List

Select the list corresponding to the data you wish to download. The resulting list will be alphabetical and give you the option of viewing the report or downloading the research data. Double click on your selection and use the directions above to complete downloading data.

The Search link to the left of the Search Panel also provides a powerful search tool. Selecting the Search link returns a search form. You can enter any combination of elements into the form and return all schools that meet that criteria. These elements include:

- County
- District
- School
- Zip Code
- CDS Code

## Getting Accurate Results from the Research Files

Whether working with the fixed-width, comma-delimited, or MS Access 2000 research files, achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. There are records for each combination of 11 grades (includes end-of-course as a grade), 29 tests, and 51 subgroups. This means that there are hundreds to thousands of records for each



entity, with an average of approximately 900 records. In order to work correctly with the data, you must use constraints to limit the data you are reporting. These constraints are discussed below.

**2004 Entities Table** – This table is comprised of the state, all counties, school districts, and schools in California. Because there are both school level and school district summary records, as well as county and state summary records, it is critical that in any analysis, a “Type ID” record type be selected. This will help avoid double or triple counting that will occur when a school count is also counted in the associated school district record.

**Test Data Table** – This table is comprised of the school, school district, county, and state aggregate STAR counts and scores.

To accurately analyze and report from these research files, the appropriate constraints must be applied to the following elements:

- **CDS code** – The research files contain summary school district and county records. A school district summary record will have a “school” code of “0000000.” When working with the file, be sure to include the county, school district, and school codes. Failure to include all three will result in double counting in any summary calculations.
- **Test Type** – Identifying the desired test (CST, CAPA, or CAT/6 Survey) will help to provide clear query results.
- **Subgroup ID** – Each student will be included in both the “All Students” subgroup aggregation and each of the appropriate subgroup aggregations. Consequently, an individual subgroup must be selected to avoid duplicate counts.
- **Test ID** – In general, each student will take a number of tests (e.g., a grade five student would take the CAT/6 Survey grade five in reading, mathematics, language, and spelling, and CSTs in English-language arts, mathematics, and science). Consequently, a specific test should be selected to avoid confusion.

Providing accurate and meaningful reports from the research files generally requires the “linking” of the 2004 Entities and Test Data tables. Additional efforts might include linking to the “lookup” tables discussed above. Working with these tables requires an understanding of “relational” data tables and their manipulation.

**STAR 2004 Fixed-Length ASCII Files Record Definitions**

Type Legend	
T	Alphabetic text (letters only)
A	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
SA	Alphanumeric with left-filled spaces
AS	Alphanumeric with right-filled spaces
ZA	Alphanumeric with left-filled zeroes
AZ	Alphanumeric with right-filled zeroes
ZN	Numeric with left-filled zeroes
NZ	Numeric with right-filled zeroes
SN	Numeric with left-filled spaces
4Y	4-digit year

<b>Entities File</b>				
The file created is comprised of the state, and all tested counties, school districts, and schools in California				
<b>Data</b>	<b>Type</b>	<b>Length</b>	<b>Start Position</b>	<b>End Position</b>
County Code	ZN	2	1	2
District Code	ZN	5	3	7
School Code	ZN	7	8	14
Charter Number	ZN	4	15	18
Test Year	ZN	4	19	22
Type ID '04' = State '05' = County '06' = District '07' = School '09' = Independent Charter School '10' = Dependent Charter School	ZN	2	23	24
County Name	SA	50	25	74
District Name	SA	50	75	124
School Name	SA	50	125	174
Zip Code	ZN	5	175	179



Test Data File				
Data/Column Heading	Type	Length	Start Position	End Position
County Code	ZA	2	1	2
District Code	ZA	5	3	7
School Code	ZA	7	8	14
Charter Number	ZA	4	15	18
Test Year - '2004'	4Y	4	19	22
Subgroup ID (Detailed listing provided Below – Table A)	ZN	3	23	25
Test Type *CST = 'C' *CAPA = 'P' *CAT/6 = 'N'	A	1	26	26
CAPA Assessment Level (Table D)	N	1	27	27
Total STAR Enrollment	SN	7	28	34
Total Tested at Entity Level	SN	7	35	41
Total Tested at Subgroup Level	SN	7	42	48
Grade (values 02 – 13) - Table B	ZN	2	49	50
Test ID (Detailed listing provided below – Table C)	ZN	2	51	52
STAR Reported Enrollment/CAPA Eligible	SN	7	53	57
Student Tested	SN	7	60	66
Percent Tested	SN	3	67	69
Mean Scaled Score	SN	5(999.9)	70	74
CST/CAPA Percentage Advanced	SN	3	75	77
CST/CAPA Percentage Proficient	SN	3	78	80
CST/CAPA Percentage At or Above Proficient	SN	3	81	83
CST/CAPA Percentage Basic	SN	3	84	86
CST/CAPA Percentage Below Basic	SN	3	87	89
CST/CAPA Percentage Far Below Basic	SN	3	90	92
Mean PR (NPR for Average Student Score)	SN	3	93	95
PAC75 (Percent Scoring above 75th NPR)	SN	3	96	98
PAC50 (Percent Scoring at or above 50th NPR)	SN	3	99	101
PAC25 (Percent Scoring above 25th NPR)	SN	3	102	104

\* Note: Data will be blank if it is not applicable to that test.



<b>Table A – Subgroup ID</b>	
<b>Subgroups</b>	<b>SubGroup ID</b>
All Students	1
<b>Gender</b>	
Males	3
Females	4
<b>English-Language Fluency</b>	
Fluent-English Proficient and English Only	6
Initially Fluent-English Proficient (I-FEP)	7
Redesignated Fluent-English Proficient (R-FEP)	8
English Only	180
English Learner	160
English Learners Enrolled in CA Public Schools Less than 12 Months	120
English Learners Enrolled in CA Public Schools 12 Months or More	142
<b>Economic Status</b>	
Economically Disadvantaged	31
Non-Economically Disadvantaged	111
<b>Students with Disabilities</b>	
Students with Disability	128
Students with No Reported Disability	99
<b>Ethnicity</b>	
African American	74
American Indian or Alaska Native	75
Filipino	77
Hispanic or Latino	78
White (not Hispanic)	80
Asian	76

Chinese	129
Japanese	130
Korean	131
Vietnamese	132
Asian Indian	133
Laotian	134
Cambodian	135
Other Asian	136
Pacific Islander	79
Native Hawaiian	137
Guamanian	138
Samoan	139
Tahitian	140
Other Pacific Islander	141
<b>Parent Education</b>	
Not a High School Graduate	90
High School Graduate	91
Some College (Includes AA Degree)	92
College Graduate	93
Graduate School/Post Graduate	94
Parent Education -- Declined to State	121
<b>Special Program Participation</b>	
Class Size Reduction Option 1	24
Class Size Reduction Option 2	25
Migrant Education	28
Indian Education	29
Gifted and Talented	30
ESEA Title 1 School wide	146
ESEA Title 1 Targeted	147
English Learner in ELD	108
English Learner in ELD and SDAIE	165
English Learner in ELD and SDAIE with Primary Language Support	166
English Learner in ELD and Academic Subjects with Primary Language Support	167

**Table B - Grade**

Grade	Description
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade
09	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade
13	End of Course

**Table D – CAPA Levels**

CAPA Level	Corresponding Grade Spans
1 (Level I)	Students in grades 2 – 11 (those with the most complex/profound disabilities)
2 (Level II)	Students in grades 2 and 3
3 (Level III)	Students in grades 4 and 5
4 (Level IV)	Students in grades 6 – 8
5 (Level V)	Students in grades 9 – 11

**Table C -Tests**

Test ID	Test Name
01	CAT/6 Reading
02	CAT/6 Mathematics
03	CAT/6 Language
04	CAT/6 Spelling
05	CAT/6 Science
07	CST English-Language Arts Standards
08	CST Mathematics
09	CST Algebra I
10	CST Integrated Math 1
11	CST Geometry
12	CST Integrated Math 2
13	CST Algebra II
14	CST Integrated Math 3
15	CST High School (Summative) Mathematics (Grade 9-11)
18	CST World History
19	CST U.S. History
20	CST Biology/Life Sciences
21	CST Chemistry
22	CST Earth Science
23	CST Physics
24	CST Integrated/Coordinated Science I
25	CST Integrated/Coordinated Science II
26	CST Integrated/Coordinated Science III
27	CST Integrated/Coordinated Science IV
28	CST General Mathematics (Grades 6 & 7 Standards)
29	CST History - Social Science Grade 8 Cumulative
30	CAPA English-Language Arts
31	CAPA Mathematics
32	CST Grade 5 Science



## Downloading SABE/2 Research Data File

Research files for the SABE/2 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed-length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), select **Spanish Assessment of Basic Education, Second Edition (SABE/2)**.
3. On the left sidebar, select **Resources**.
4. Click the link for the file that corresponds to your system and preferred records format.
5. Click on the Summary level (state, county, district, school) and subgroup (all student, gender, etc.) that meet your needs.
6. Follow the directions to save the selected file to your computer.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. These are self-extracting zip files.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format, it must be decoded. Stuffit Expander is included with many Web browsers and will decode files once they are downloaded.

7. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
8. A description of the format of the fixed-length or tab-delimited ASCII SABE/2 research files follows.



## SABE/2 File Layout

Starting Column	Length	Type	Data – NOTE: All data exclude Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2004”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			<b>Reading Test</b>
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			<b>Math Test</b>
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			<b>Language Test</b>
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			<b>Spelling Test (Grades 2–8 only)</b>
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP





# Appendix

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## Chronology of State Testing in California



# Chronology of State Testing in California

<b>1997</b>	<ul style="list-style-type: none"><li>• Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to districts; required individual student, school, district, county, and state results</li><li>• State Board designated Standard Achievement Test, Ninth Edition (Stanford 9) for use in STAR Program</li><li>• Test in government/civics added to the Golden State Examination (GSE)</li><li>• 1,418 graduates received the Golden State Seal Merit Diplomas</li><li>• Assembly Bill 748 authorized development of a test of English language development in listening, reading, speaking, and writing skills</li></ul>	<ul style="list-style-type: none"><li>• Development of California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X</li><li>• 5,136 graduates received Golden State Diplomas</li></ul>
	<b>2000</b>	<ul style="list-style-type: none"><li>• California Reading List Number added to STAR Performance Report</li><li>• 6,008 graduates received Golden State Diplomas</li></ul>
	<b>2001</b>	<ul style="list-style-type: none"><li>• CSTs in history-social science and science for grades nine through eleven and writing tests for grades four and seven added to STAR Program</li><li>• Performance levels designated for CST in English-language arts</li><li>• CAHSEE administered to volunteer ninth graders</li><li>• First administration of the California English Language Development Test (CELDT) completed</li><li>• 7,259 graduates received Golden State Diplomas</li></ul>
<b>1998</b>	<ul style="list-style-type: none"><li>• Tests in reading/literature and high school mathematics added to the GSE</li><li>• State Board-adopted Stanford 9 administered</li><li>• 2,739 graduates received Golden State Diplomas</li></ul>	<b>2002</b>
<b>1999</b>	<ul style="list-style-type: none"><li>• California Standards Tests (CSTs) in English-language arts and mathematics added to STAR Program to address state content standards; designated test in Spanish added for limited English proficient (LEP) students</li><li>• Second-year Spanish language and physics tests added to GSE</li></ul>	<ul style="list-style-type: none"><li>• CAHSEE administered to all tenth graders</li><li>• Performance levels used to report all CST results</li><li>• STAR Program reports redesigned to focus on CST results; performance levels designated for mathematics, history-social science, and science</li><li>• STAR Program reauthorized for 2003–05</li><li>• Second annual administration of CELDT completed</li><li>• 7,355 graduates received Golden State Diplomas</li></ul>

**2003**

- CST in history-social science at grade nine moved to grade eight
- Norm-referenced test for STAR Program changed from Stanford 9 to California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- California Alternate Performance Assessment (CAPA) added to STAR Program to assess students with significant cognitive disabilities
- CAHSEE administered to all tenth and eleventh graders who had not yet passed the examination
- CAHSEE graduation requirement postponed to 2006
- Only three GSEs (reading, writing, and high school mathematics) administered in the spring as augmentations to the CSTs
- Assembly Bill 1266 repealed the GSE Program (September)
- Third annual administration of CELDT completed
- 8,500 graduates received Golden State Diplomas
- CAHSEE blueprints redesigned, decreasing testing time
- CAHSEE test as tenth grade census administration given to students in class of 2006
- Fourth annual administration of CELDT to be completed
- SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Diploma insignias on high school diplomas
- 14,455 graduates received Golden State Diploma insignias on their high school diplomas

**2004**

- Grade five science CST added to STAR Program
- California State University System augmented grade eleven ELA, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college
- State Board authorized development of science tests in grades eight and ten for No Child Left Behind (NCLB) requirements
- Senate Bill 1448 to authorize STAR Program is now in progress